

**wo-master Programme in Sanitation
IHE Delft
Institute for Water Education**

NVAO limited initial accreditation

19 February 2018

Panel report

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1 Executive summary

The Accreditation Organisation of the Netherlands and Flanders (NVAO) received a request for an initial accreditation procedure regarding a proposed wo-master Programme in Sanitation at IHE Delft Institute for Water Education. NVAO convened an expert panel, which studied the information available and discussed the proposed programme with representatives of the institution and the programme during a site visit.

The following considerations have played an important role in the panel's assessment.

The master's programme in Sanitation covers a subject that is globally relevant and recognised as a priority in the 2030 Agenda for Sustainable Development. It is much appreciated by the panel that the programme is developed in close cooperation with experts in the field. The focus of the programme on the key elements of sanitation is unique. The panel was impressed by the composition of the Programme Advisory Board and is convinced that the input of this Board will add to the relevance and quality of the programme. The panel furthermore established that the intended learning outcomes are of a sufficient level for an academic master's degree programme as described in the Dublin Descriptors.

The intake procedure for the first cohort is clear to the panel and the panel has confidence that the programme will further develop an intake procedure suited for broader target groups.

The panel established that the curriculum is appropriate for the level and orientation of the programme. The modules outlined have been carefully selected to tie in with the intended learning outcomes. The panel is of the opinion that the curriculum is well thought-out and enables the students to achieve the intended learning outcomes. The panel considers it a strength of the programme that the whole thesis process begins at the start of the programme, but it has some doubts about the short timeframe for the writing of the thesis. It therefore recommends to closely monitor the thesis planning and writing.

The programme has a multi-disciplinary approach and covers all issues relevant for the subject sanitation. The staff convinced the panel that bridges will be built from one module to another, using the knowledge and insight acquired in the former module as a context for the next module. In the view of the panel there is potential in the programme for integration of the multiple disciplines into a more inter-disciplinary approach. The panel recommends to consider applying the knowledge of the different modules in case-studies. The panel appreciates the didactical approach and is of the opinion that the approach and the teaching forms are in line with the level and orientation of the programme. The teaching staff are highly qualified and experts in the field of Sanitation, well diversified internationally and in expertise. The involvement of guest lecturers adds to the quality of the programme. The committee recommends staff to ensure longer term commitments of guest lecturers to the programme. The quality of the guest lecturers is carefully monitored by the programme committee.

The panel has established that IHE has an Examination Board which has reliable procedures and the necessary level of independence. The assessment and exam regulations of the master's programme are clearly described in the Education and Examination Regulations. The assessment methods presented in the Module Plans are relevant, diverse and developed in a sound manner.

The panel comes to the conclusion that the programme meets all assessments standards. Given these considerations, the panel advises NVAO to take a positive decision regarding the quality of the proposed programme wo-master Programme in Sanitation at IHE Delft Institute for Water Education.

The Hague, 19th February 2018

On behalf of the assessment panel convened for the initial limited accreditation assessment of the wo-master Programme in Sanitation at IHE Delft Institute for Water Education,

Peter Goethals
(chair)

Barbara van Balen
(secretary)

2 Introduction

2.1 The procedure

NVAO received a request for an initial accreditation procedure including programme documents regarding a proposed wo-master Programme in Sanitation. The request was received on 13 September 2017 from IHE Delft Institute for Water Education.

An initial accreditation procedure is required when a recognised institution wants to award a recognised bachelor's or master's degree after the successful completion of a study programme. The procedure for initial accreditation is slightly different as compared to the approach for programmes that have already been accredited. Initial accreditation is in fact an ex ante assessment of a programme. The programme becomes subject to the normal accreditation procedures once initial accreditation has been granted.

To assess the program, the NVAO convened an international panel of experts (see also Annex 1: Composition of the panel). The panel consisted of:

Chair:

- Prof.dr. P. Goethals, professor in Applied Aquatic Ecology at the Ghent University;

Panel members:

- Dr. ir. B.J.M. van Vliet, associate professor in Environmental Policy at Wageningen University & Research;
- Prof.dr. A. Hama Maiga, Professor in Water Engineering and Sanitation, President of Global Water Partnership – West Africa;

Student member:

- E.L. Okoro, University of Hull UK and Utrecht University The Netherlands – (Erasmus Mundus) Master of Arts in Women's & Gender Studies: 2014-2016.

Secretary Babara van Balen

On behalf of the NVAO, Irma Franssen was responsible for the process-coordination.

This composition reflects the expertise deemed necessary by NVAO. (Annex 1: Composition of the panel). All the panel members signed a statement of independence and confidentiality.

The panel has based its assessment on the standards and criteria described in the NVAO Assessment framework for the higher education accreditation system of the Netherlands (Stcrt. 2016, nr 69458).

The following procedure was undertaken. The panel members prepared the assessment by analysing the documents provided by the institution (Annex 3: Documents reviewed). The panel organised a preparatory meeting on January 11th 2018 i.e. the day before the site visit. During this meeting, the panel members shared their first impressions and formulated questions for the site visit.

The site visit took place on January 12th 2018 at UNESCO-IHE Institute for Water Education. During this visit, the panel was able to discuss the formulated questions and to gather additional information during several sessions (Annex 2: Schedule of the site visit). Afterwards, the panel discussed the findings and considerations and pronounced its preliminary assessments per theme and standard. At the end of the site visit, the initial findings were presented to the institution.

Based on the findings, considerations and conclusions the secretary wrote a draft advisory report that was first presented to the panel members. After the panel members had commented on the draft report, the chair endorsed the report. On 5 February 2018 the advisory report was sent to the institution, which was given the opportunity to respond to any factual inaccuracies in the report. The institution replied on 6 February 2018. All suggested corrections were adopted. Subsequently the final report was endorsed by the panel chair. The panel composed its advice fully independently and offered it to NVAO on 19 February 2018.

2.2 Panel report

The first chapter of this report is the executive summary of the report, while the current chapter is the introduction.

The third chapter gives a description of the programme including its position within the institution, the IHE-Delft Institute for Water Education and within the higher education system of the Netherlands.

The panel presents its assessments in the fourth chapter. The programme is assessed by assessing the themes and standards in the Initial Accreditation Framework. For each standard the panel presents an outline of its findings, considerations and a conclusion.

The outline of the findings are the objective facts as found by the panel in the programme documents, in the additional documents and during the site visit. The panel's considerations consist of the panel's judgments and subjective evaluations regarding these findings and their relative importance. The considerations presented by the panel are at the basis of a concluding overall assessment.

The panel concludes the report with a table containing an overview of its assessments per standard.

3 Description of the programme

3.1 General

Country	: The Netherlands
Institution	: IHE Delft Institute for Water Education
Programme	: Programme in Sanitation
Level	: master
Orientation	: wo
Degree	: Master of Science
Location(s)	: Delft
Study Load (EC)	: 68 EC
Field of Study	: Cross sectoral

3.2 Profile of the institution

IHE Delft Institute for Water Education (IHE) is the largest international graduate water education facility in the world. IHE aims to create impact on the ground by developing problem oriented researchers and knowledge. IHE envisions a world in which people manage their water and environmental resources in a sustainable manner, and in which all sectors of society, particularly the poor can enjoy the benefits of basic services. The mission of IHE is to contribute to the education and training of professionals, to expand the knowledge base through research and to build the capacity of sector organizations, knowledge centres and other institutions active in the fields of water, the environment and infrastructure in developing countries and countries in transition.

The institute's education activities include a PhD programme, several masters' programmes and an array of short and online courses, with a focus on practicing, mid-career professionals.

3.3 Profile of the programme

The master's programme in Sanitation is according to the accreditation dossier a new programme in the Netherlands. The dossier indicates that no other institution of higher education in the Netherlands offers a programme with a similar profile. The programme is new for IHE, it will be the fifth master's programme of the institute. The existing master's programme in Urban Water and Sanitation cannot cater for the growing need for broad sanitary experts. For this reason, with the support of the Bill and Melinda Gates Foundation, IHE developed this programme in Sanitation. The programme is dedicated to target immediate needs and aims to start delivering sanitation specialists in the foreseeable future. It aims to attract young and mid-career sanitation professionals with a bachelor's degree, working in water supply and sewerage companies, municipal assemblies, government, NGOs and consulting companies. The programme has a specific focus on South Asia and Sub-Saharan Africa.

The programme has been designed as one-year, full-time programme and contains in total 68 EC study load.

The master's programme in Sanitation is, as indicated above, a new programme, the institute therefore applies for initial accreditation. As the conclusion of the institutional audit of IHE was positive the limited framework will be used.

4 Assessment per standard

This chapter presents the evaluation of the standards by the assessment panel. The panel has reproduced the criteria for each standard. For each standard the panel presents (1) a brief outline of its findings based on the programme documents and on documents provided by the institution and the site visit, (2) the considerations the panel has taken into account and (3) the panel's conclusion. The panel presents a conclusion for each of the standards, as well as a final conclusion.

The assessment is based on the standards and criteria described in the NVAO Assessment framework for the higher education accreditation system of the Netherlands (Stcrt. 2016, nr 69458). Fundamental to the assessment is a discussion with peers regarding the content and quality of the new programme.

Regarding each of the standards, the assessment panel gives a substantiated judgement on a three-point scale: meets, does not meet or partially meets the standard. The panel subsequently gives a substantiated final conclusion regarding the quality of the programme, also on a three-point scale: positive, conditionally positive or negative.

4.1 Standard 1: Intended learning outcomes

The intended learning outcomes tie in with the level and orientation of the programme; they are geared to the expectations of the professional field, the discipline, and international requirements.

Outline of findings

In the application dossier the exit profile of the new programme in Sanitation is defined as 'Leader/ Champion in developing and implementing Sanitation'. This exit profile indicates that the programme does not have a specific technical orientation, but is reaching beyond the technology and will focus on multidisciplinary and institutional processes and implementation. The master's programme in Sanitation will lead to a Master of Science degree with a professional orientation. The programme aims to attract midcareer professionals working at sewerage companies, government, NGOs and consulting companies, dealing with urban and peri-urban sanitation. The panel learnt from the application dossier as well as the interviews during the site visit that the programme is developed in close contact and cooperation with experts in the field. This process of development is much appreciated and adds in the view of the panel to the relevancy of the programme. According to the panel the programme tackles an issue that is globally relevant and recognised as a priority in the 2030 Agenda for Sustainable Development.

Close involvement of the professional field is also established by the Programme Advisory Board (PAB). The panel has met the chair of this advisory board and received the list of members. According to the information the panel received during the site visit the PAB will provide advice on the positioning of the programme with a view on attracting qualified students and scholarship opportunities, curriculum design, qualification of the graduates and the identification of suitable graduation projects. The panel was impressed by the composition of the PAB, the expertise of its members adds in the view of the panel to the professional and academic orientation of the programme. The PAB composition guarantees a close connection of the programme with relevant organisations like the International Water Association, UNESCO, the Bill and Melinda Gates Foundation, Dutch Government, Water

and Sewage Companies and relevant NGOs. The chair of the PAB emphasized in his conversation with the panel that the PAB is also involved in the follow up of the students after their graduation. Graduates will be guided and provided with leadership trainings and counselling.

The application dossier describes that the programme with its exclusive focus on sanitation is the first of its kind, although other programmes targeting low and middle income countries and (partly) dealing with sanitation do exist. The panel acknowledges the unique position of the programme but would nevertheless have appreciated some more benchmarking information. It is however obvious that the programme management and the involved staff know the 'sanitation landscape'.

The overall objective of the programme is, according to the application dossier, to educate students to possess the fundamental understanding as well as knowledge and skills necessary for creating impact 'on the ground'. Graduates will be able to apply existing knowledge and theory in practice and to contribute to the further development of knowledge in sanitation and conduct practice-oriented field research. The panel has established that the overall objective is elaborated in the intended learning outcomes (ILOs) of the programme. The panel finds the set of ILOs diverse and very relevant, covering the relevant research and professional competences and skills for the field of sanitation. The ILOs are formulated in line with the Dublin Descriptors and clearly indicate the level that should be achieved in an academic master's programme. The ILOs are academically sound and professionally oriented. The ILOs reflect that the programme is dealing with issues that matter in the world of sanitation.

Considerations

The panel finds the programme's mission clear and relevant. The programme covers a subject that is globally relevant and recognised as a priority in the 2030 Agenda for Sustainable Development. It is much appreciated by the panel that the programme is developed in close cooperation with experts in the field. The focus of the programme on the diverse elements of sanitation is unique.

The panel was impressed by the composition of the Programme Advisory Board and is convinced that the input of this Board will add to the relevance and quality of the programme.

The panel would have appreciated more benchmarking information, but this does not affect its judgement about the quality of the programme.

The panel established that the intended learning outcomes are of a sufficient level for an academic master's degree programme as described in the Dublin Descriptors. This means that the intended learning outcomes indicate that graduates of the master's programme in Sanitation have knowledge and understanding on a level that can be expected of an academic master and that the graduates can apply their knowledge and understanding in a manner that indicates an academic as well as a professional approach. The graduates will have the ability to critically analyze and evaluate information and select relevant research and integrate ethical issues. Furthermore they will be able to communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.

Conclusion

The programme meets standard 1.

4.2 Standard 2: Teaching-learning environment

The curriculum, the teaching-learning environment and the quality of the teaching staff enable the incoming students to achieve the intended learning outcomes.

Outline of findings

The application dossier describes that candidates for the programme should have a bachelor's or equivalent engineering degree (e.g. civil, sanitary, environmental) or a degree in other relevant fields. Management and staff informed the panel during the site visit that a lot of effort will be put in the selection of the candidates for the first year. For this first year the choice was made to only allow candidates on the basis of a grant provided by the institute and to limit the number of students to 15. Selection criteria next to the academic level required, are the need for sanitation expertise in the country of origin and motivation of the candidate. Those candidates who are academically accepted still have to pass online exams in chemistry and microbiology. Applicants can prepare themselves by online courses for these exams. An important part of the selection procedure is an interview, in which the credentials and capacity of candidates will be checked.

The panel established that the intake procedure for the first cohort is clear. This first selection will provide input for choices to be made for selection of the future cohorts. The programme is targeting an inflow of around 40 students with a variety of backgrounds and from a variety of countries and is also aiming at a gender balance in the student's groups. The panel has confidence that the programme will develop an intake procedure suited for broader target groups and has seen that the programme is already taking steps to develop that procedure.

The curriculum covers 12 months (68 EC). It consists of a taught part (39 EC) and a thesis research part (29 EC). The taught part consists of 13 modules with the following topics: introduction to sanitation, sanitation systems and services, public health, basic laboratory training, technology, sanitation governance, financing and public/private sector models for sanitation, behaviour change, WASH in emergencies, leadership, project management, group work and advanced research methods. The curriculum is aligned with the intended learning outcomes; an overview of this alignment is presented in the application dossier. The panel has established that the programme is addressing all kind of issues around sanitation. The content of the curriculum has a multidisciplinary approach. The staff informed the panel that it is their aim to integrate these multiple disciplines to a more interdisciplinary approach. The teaching aims to build bridges from one module to another, using the knowledge and insight acquired in the former module as a context for the next module. Opportunities for integration are e.g. provided in the skills oriented modules such as 'group work'.

The individual thesis research follows on completion of the taught part, but the preparation of the thesis works already starts in week 1 with an introduction in research ethics, research methods, statistics and literature review. The field work part of the research will in most cases take place in a developing country, hosted and co-supervised by one of IHE's academic partners.

The didactical approach is described in the application dossier as learner-centred, (inter)active and research based. A high staff-student ratio is maintained. A strength of the

programme is that in order to implement the student centred approach from the start a didactical toolkit was developed. With the didactical toolkit it was possible to design teaching and assessment methods aimed at stimulating and evaluating the student's development of critical thinking, creative problem solving and an independent attitude. The panel is very positive about this didactical toolkit.

Students work in small groups in order to enhance the learning effects of brainstorming, discussion, feedback, teamwork and communication. The panel finds the didactical approach and the teaching and assessment methods appropriate for the target group and the level of the master's programme. The teaching and assessment methods are in line with the objective of the programme and the intended learning outcomes.

The panel has received the CV's of the teaching staff and had an interview with several members of the teaching staff. The panel established that the teaching staff members are highly qualified experts in the field of Sanitation. The team is internationally diversified as well as diversified in expertise. It became obvious during the interview that the teachers really operate as a team. In principle all teaching staff has a PhD degree and hold a University Teaching Qualification. At the start of the programme a lot of guest-lecturers will be involved in the teaching. The panel learned during the site visit that it is a well-considered strategy to involve these guest-lecturers. They bring an expertise that is not already present in the teaching staff; in particular a diversity of field expertise will be bound to the programme this way. In fact the involvement of the guest-lecturers is a follow-up of the involvement of experts in the development of the programme. The teaching staff expects that after a few years the tenured staff will take more of the teaching tasks, but guest-lecturers will always somehow be involved. The quality of the guest-lecturers is controlled by the programme committee. The programme-committee always has to approve a request to hire a guest- lecturer. The panel is convinced that the involvement of the guest-lecturers is adding to the quality of the programme and that the quality is carefully monitored. The panel recommends the staff to ensure longer term commitments of key guest lecturers to the programme. The programme will furthermore benefit from the experience that IHE Delft has accumulated in developing and running education and training water professionals for developing countries.

During the site visit the panel also had a meeting with the chair of the Programme Advisory Board and received information about the close involvement of the members of the Programme Advisory Board in the programme. The chair informed the panel about the plans for the follow up of the alumni of the master's programme with, among others, counselling and leadership training.

The panel also learned about the planned faecal sludge laboratory, which seems certainly an added value to the programme.

Considerations

To assess whether the master's programme Sanitation meets the standard 'teaching learning environment' the panel considered its evaluation of the intake procedure, the structure and content of the curriculum, the didactical approach, the quality of the teaching staff and the follow up of the graduates.

The intake procedure for the first cohort is clear to the panel and the panel has confidence that the programme will develop an intake procedure suited for broader target groups. The panel established that the curriculum is appropriate for the level and orientation of the programme. The modules outlined have been carefully selected to tie in with the intended

learning outcomes. The panel is of the opinion that the curriculum is well thought-out and enables the students to achieve the intended learning outcomes. The panel considers it a strength of the programme that the whole thesis process begins at the start of the programme, but it has some doubts about the short timeframe for the writing of the thesis. It therefore recommends to closely monitor the thesis planning and writing.

The programme has a multi-disciplinary approach and covers all issues relevant for the subject sanitation. The staff convinced the panel that bridges will be built from one module to another, using the knowledge and insight acquired in the former module as a context for the next module. In the view of the panel there is potential in the programme for integration of the multiple disciplines into a more inter-disciplinary approach. The panel recommends to consider applying the knowledge of the different modules in case-studies.

The panel appreciates the didactical approach and is of the opinion that the approach and the teaching forms are in line with the level and orientation of the programme. The teaching staff consists of highly qualified experts in the field of Sanitation, well diversified internationally and in expertise. The involvement of guest lecturers adds to the quality of the programme. The quality of the guest lecturers is carefully monitored by the programme committee.

In the meeting with the chair of the Programme Advisory Board the panel learned about the plans for the follow up of the alumni of the master's programme with, among others, counselling and leadership training, the panel likes to emphasize that it is very pleased with these plans.

Conclusion

The programme meets standard 2.

4.3 Standard 3: Assessment

The programme has an adequate system of student assessment in place.

Outline of findings

Recently the IHE had an institutional audit in which was established that the quality assurance system of IHE met all the requirements. The IHE has an Examination Board, which has an autonomous position and the responsibility to safeguard the quality of exams as well as the quality of the organisation and procedures concerning exams.

The panel had an interview with the chair of the Examination Board and the Registrar and learned that the Examination Board is composed of academic staff members composed from all departments of IHE. The Examination Board appoints the examiners, who are always staff members of IHE and required to have a UTQ. The panel saw that there is an adequate manual for quality assurance.

The registrar has an autonomous position, is responsible for admission and sees to it that the screening is properly done and that the criteria are set and clear.

The panel has established that the Examination Board has reliable procedures and the necessary level of independence.

The assessment and exam regulations are clearly described in the Education and Examination Regulations in an Annex to the application dossier. The Examination Board certified that for each module in the programme is decided what the assessment form will be according to the regulation. The panel has studied the module plans as presented in Annex 1 to the application dossier and established that the assessment methods are relevant, divers and developed in a sound manner with the use of the Didactic Toolkit. Assessment designs and matrices are available for each module and show a sufficient spread over foundational knowledge, application and integration. The panel established that student assessments are set at appropriate paces aimed at educating and producing well-rounded sanitation experts.

The rules concerning the thesis examination are clearly described in the Examination Regulations. These are assessed by a committee, consisting of three members. The Examination Board sees to it that master thesis committees always have an approved external assessor. The panel finds the procedure and criteria for the master thesis adequate.

Considerations

The panel has established that IHE has an Examination Board which has reliable procedures and the necessary level of independence.

The assessment and exam regulations of the master's programme are clearly described in the Education and Examination Regulations. The assessment methods presented in the Module Plans are relevant, divers and developed in a sound manner. The panel has one recommendation concerning assessment, it noticed that the assessment design tables provided in the Didactic Toolkit concentrate on the summative assessments and suggests to consider adding formative assessments.

The panel is very pleased with the plans for the follow up of the alumni.

Conclusion

The programme meets standard 3.

4.4 Standard 4: Achieved learning outcomes

N.a.

4.5 Qualification and field of study (CROHO)

The panel advises to award the degree 'Master of Science' to the wo-master Programme in Sanitation. The panel supports the program's preference for the CROHO field of study 'xxx'.

4.6 Conclusion

The panel gives the proposed master's programme in Sanitation a positive assessment. The intended learning outcomes are of a sufficient level for an academic master's degree programme. The programme covers a subject that is globally relevant. The programme is developed in close cooperation with experts in the field. The panel established that the curriculum is appropriate for the level and orientation of the programme. The modules outlined have been carefully selected to tie in with the intended learning outcomes. The assessment and exam regulations of the master's programme are clearly described in the Education and Examination Regulations. The assessment methods presented in the Module Plans are relevant, diverse and developed in a sound manner.

All in all, the panel assesses the quality of the programme as positive.

5 Overview of the assessments

Standard	Assessment
<p>Intended Learning outcomes <i>Standard 1 : The intended learning outcomes tie in with the level and orientation of the programme; they are geared to the expectations of the professional field, the discipline, and international requirements</i></p>	Meets the standard.
<p>Teaching-learning environment <i>Standard 2 : The curriculum, the teaching-learning environment and the quality of the teaching staff enable the incoming students to achieve the intended learning outcomes.</i></p>	Meets the standard.
<p>Student assesment <i>Standard 3: The programme has an adequate system of student assessment in place.</i></p>	Meets the standard.
<p>Achieved learning outcomes <i>Standard 4: The programme demonstrates that the intended learning outcomes are achieved..</i></p>	N.A.
<p>Conclusion</p>	Positive

Annex 1: Composition of the panel

Chair

Prof.dr. P. Goethals, professor in Applied Aquatic Ecology at the Ghent University;

Member

Dr. ir. B.J.M. van Vliet, associate professor in Environmental Policy at Wageningen University & Research Centre;

Member

Prof.dr. A. Hama Maiga, Professor in Water Engineering and Sanitation, President of Global Water Partnership – West Africa:

Student Member

E.L. Okoro, Tilburg University

Secretary

Babara van Baalen

Procescoördinator

Irma Franssen (policy advisor, NVAO)

Annex 2: Schedule of the site visit

The panel visited IHE Delft Institute for Water Education on January 12th 2018 as part of the external assessment procedure regarding the wo-master Programme in Sanitation.

08:30 – 09:00 **Welcome and short presentation**

- *Prof. Eddy Moors, Rector*
- *Prof. Damir Brdjanovic, Chair Programme Committee*

09:00 – 10:00 **Panel reflection and reading of documentation**

10:00 – 10:30 **Meeting with Institute management**

- *Prof. Eddy Moors, Rector*
- *Johan Aad van Dijk, Business Director*
- *Jan Herman Koster, Senior Adviser*

10:30 – 10:45 **Break**

10:45 – 11:30 **Meeting with Programme Committee (programme management)**

- *Prof. Damir Brdjanovic, Chair*
- *Tineke Hooijmans, Member*
- *Claire Furlong, Member*
- *Mariska Ronteltap, Programme Coordinator*
- *Berta Fernandez Alvarez, attendance Quality Manager*

11:30 – 11:45 **Break**

11:45 – 12:30 **Meeting with Examination Board and Registrar**

- *Eric van Hullebusch, Chair Examination Board*
- *Erwin Ploeger, Registrar*

12:30 – 13:30 **Lunch with representative of the Programme Advisory Board**

- *Prof. Kalanity Vairavamoorthy, Executive Director International Water Association*

13:30 – 14:45 **Meeting with lecturers/module coordinators**

- *Tineke Hooijmans*
- *Martin Mulenga*
- *Claire Furlong*
- *Mariska Ronteltap*
- *Fransisco Rubio Rincon*
- *Shirish Singh*
- *Lina Taing*

14:45 – 15:00 **Break**

15:00 – 15:45 **Panel meeting – formulating provisional findings**

15:45 – 16:15 **Optional – 2nd meeting with programme management for further clarification**

16:15 – 17:15 **Panel meeting – formulating final judgement**

17:15 – 17:30 **Feedback to Institute and programme management**

Annex 3: Documents reviewed

Programme documents presented by the institution

- Information dossier
- Appendices to the information dossier:
 1. Module plans
 2. Didactic toolkit for coordinators and lecturers of IHE DELFT's modules
 3. CV's of IHE academic staff
 4. Examination regulations

- Documents made available during the site visit
 - Folders for all modules, containing:
 - At least the Module Sheet, describing the set-up and content of the modules
 - The Session Tables of the topics of each Module, describing the sessions in detail
 - Examples of study material – e.g. power point slides, reading materials, assignments, lab work description.

 - A number of books used in the modules (e.g. Faecal Sludge Management, A Systems Approach; Experimental Methods in Wastewater Treatment; SPHERE handbook on Sanitation in Emergency Settings)

 - Folders with the following materials:
 - CVs of a number of guest lecturers for each module
 - Information on our Programme Advisory Board
 - Papers published out of the MSc work of our students in the field of non-sewered sanitation

 - Theses of our graduated MSc students in the field of non-sewered sanitation from previous years

 - A statistical overview of the applicants for the new programme

 - Information brochures concerning IHE in general

Annex 4: List of abbreviations

EC	European Credit
ILO	Intended Learning Outcome
PBA	Programme Advisory Board
NVAO	Nederlands-Vlaamse Accreditatieorganisatie
UTQ	University Teaching Qualification

The panel report was ordered by NVAO for the initial accreditation of the programme wo-master Programme in Sanitation of IHE Delft Institute for Water Education.

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